

DOCUMENT RESUME

ED 475 992

SO 034 666

TITLE Ohio Department of Education K-12 Social Studies Academic Content Standards.

INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Curriculum, Instruction, and Professional Development.

PUB DATE 2002-00-00

NOTE 90p.; "Adopted December 10, 2002." Cover title varies.

AVAILABLE FROM Ohio Department of Education, 25 South Front Street, Columbus, OH 43215-4183. Tel: 877-644-6338 (Toll Free); Web site: <http://www.ode.state.oh.us/Default.asp>.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE EDRS Price MF01/PC04 Plus Postage.

DESCRIPTORS *Academic Standards; Benchmarking; Citizenship Education; Economics; Elementary Secondary Education; Geography; History; Political Science; *Public Schools; Skill Development; *Social Studies; *State Standards; *Student Educational Objectives

IDENTIFIERS *Ohio; Scope and Sequence

ABSTRACT

These social studies content standards for the state of Ohio provide a set of clear and rigorous expectations for all students in grades K-12. The seven standards clearly define a balanced program of knowledge and skills necessary for active citizenship. The seven standards are: (1) "Content Standards History"; (2) "People in Societies"; (3) "Geography"; (4) "Economics"; (5) "Government"; (6) "Citizenship, Rights and Responsibilities"; and (7) "Process Standard Social Studies Skills and Methods." The standards are divided into two categories: (1) skills, and (2) methods, which are to be taught as students are learning the content.. associated with the other standards. Students need to use these skills on a regular basis as they learn content knowledge. In this guide, a standard is defined as an overarching goal or theme, benchmarking as a specific statement of what a student should know and be able to do at a specific time in his/her schooling, and a grade-level indicator as a specific statement of the knowledge and/or skills a student is expected to demonstrate at each grade level. Grade-level indicators from several standards may be grouped together for instruction to help students understand the interconnectedness of the social studies. Students learn knowledge and skills from each of the seven standards at every grade, but the content emphasis will vary from grade to grade. For example, emphasis on geography is greatest in grades 5 and 6, and the emphasis on history is greatest in grades 7-10. The scope and sequence for the social studies standards is described in the guide; but it is necessary to read the benchmarks and grade-level indicators at each grade to fully understand what students are expected to learn. (BT)

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Academic Content Standards Social Studies

ADOPTED
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The 124th General Assembly enacted Section 3301.07.9 of the revised code. Section B states that "...All school districts may utilize the state standards and the model curriculum established by the state board, together with other relevant resources, examples, or models to ensure that students have the opportunity to attain the academic standards. Upon request, the department of education shall provide technical assistance to any district in implementing the model curriculum. Nothing in this section requires any school district to utilize all or any part of a model curriculum developed under this division."

The Ohio Administrative Code 3301-35-04 specifies "(B) The school district or school shall implement a comprehensive district-wide curriculum and instructional program that is characterized by systematic planning, articulation and evaluation. The district's curriculum shall be developed with input from and dialogue with parents, community members and other stakeholders. (5) Courses of study shall define the key components of a district's curriculum and instruction. Each course of study shall: (vii) Be guided by Ohio's state-adopted model curriculum programs, or other curricular models, and objectives assessed by the state proficiency tests."

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ACADEMIC CONTENT STANDARDS

K-12 Social Studies

Overview

ACADEMIC CONTENT STANDARDS

K-12 Social Studies

Introduction

The social studies content standards provide a set of clear and rigorous expectations for all students. The seven standards clearly define a balanced program of knowledge and skills necessary for active citizenship. The standards are divided into two categories:

Content Standards:	History People in Societies Geography Economics Government Citizenship Rights and Responsibilities
Process Standard:	Social Studies Skills and Methods

Social Studies Skills and Methods are listed separately as a process standard in order to emphasize their application throughout the social studies program. These skills are meant to be taught as students are learning the content associated with the other standards. Students need to use these skills on a regular basis as they learn content knowledge.

The following terms and definitions are used in the document:

Standard:	An overarching goal or theme. A standard statement describes, in broad terms, what students should know and be able to do as a result of their studies.
Benchmark:	A specific statement of what a student should know and be able to do at a specific time in his/her schooling. Benchmarks are used to measure a student's progress toward meeting a standard. Benchmarks are defined for grade bands K-2, 3-5, 6-8, 9-10 and 11-12.
Grade-level Indicator:	A specific statement of the knowledge and/or skills that a student is expected to demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

Making connections among the social studies standards is critical for students. Grade-level indicators from several standards may be grouped together for instruction to help students understand the interconnectedness of the social studies. For example, geographic, economic, social and historic factors often influence the way that political decisions are made.

Whenever possible, students should have opportunities to learn social studies in real-world contexts. They should be able to examine artifacts, read primary source materials, engage in authentic experiences and take field trips. Research shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Combining social studies instruction with the study of other disciplines such as art and literature helps to reinforce the learning within each discipline. It also helps the students to develop conceptual frameworks that lead to broader understandings.

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New technologies enable students to communicate with people in other locations and engage in realistic simulations. Students and teachers have greater access to timely social studies information including primary sources, statistics and maps. Easy access to information requires that students develop skills to enable them to evaluate the reliability and credibility of information.

Students learn knowledge and skills from each of the seven standards at every grade, but the content emphasis will vary from grade to grade. For example, the emphasis on geography is greatest in grades five and six and the emphasis on history is greatest in grades seven through ten. The scope and sequence for the social studies standards is described on the following pages, but it is necessary to read the benchmarks and grade-level indicators at each grade band in order to fully understand what students are expected to learn.

ACADEMIC CONTENT STANDARDS

Scope and Sequence

Kindergarten: A Child's Place in Time and Space

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules, responsibility and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about other cultures so that they can begin to form concepts about the world beyond their own classroom and community.

Grade One: Families Now and Long Ago, Near and Far

The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundations for understanding principles of government and their role as citizens.

Grade Two: People Working Together

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago in the United States and in other parts of the world. They become familiar with biographies of people whose work has made a difference and use historical artifacts as clues to the past. They deepen their knowledge of diverse cultures and begin to understand how cooperation can help to achieve goals.

Grade Three: Communities: Past and Present, Near and Far

The local community serves as the focal point for third grade as students begin to understand how their community has changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

Grade Four: Ohio: Its Past, Its Location, Its Government

The state of Ohio is the focus for fourth grade. Students learn about the geography, history, government and economy of their state. They learn about issues and ways that citizens participate in Ohio's government. Students develop their research skills through individual and group activities.

Grade Five: Regions and People of North America

The fifth-grade year focuses on the geography of the continent of North America. Students learn how people came to the continent and about the land and resources that they found. Citizenship skills build as students learn about United States history and the democratic government of the United States. Students continue to develop their research skills by obtaining information from multiple sources.

Grade Six: Regions and People of the World

The sixth-grade year focuses on the study of world regions. The concentration is geographic rather than historic. Students study some of the earliest people who lived in each region in order to understand how humans interacted with the environmental conditions at that time. Connections are made to present-day world regions including characteristics of governments and economic interactions.

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Grade Seven

World Studies from 1000 BC to 1750: Ancient Civilizations Through the First Global Age

In the seventh grade students begin the four-year historical sequence with a study of the ancient world. This study incorporates each of the seven standards into the chronology. Students learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action. Students also expand their command of social studies skills and methods.

Grade Eight

United States Studies from 1607 to 1877: Colonization Through Reconstruction

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the role of citizens.

Grade Nine

World Studies from 1750 to the Present: Age of Revolutions Through the 20th Century

Ninth-grade students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

Grade Ten

United States Studies from 1877 to the Present: Post-Reconstruction Through the 20th Century

Tenth-grade students continue the chronological study of the history of the United States with emphasis on domestic affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

Grade Eleven

Political and Economic Decisions

The focus of the eleventh grade is an in-depth study of the United States government and economy. This study incorporates all seven standards. Students study the historic roots of the political system and how it has changed over time. They continue to develop an understanding of the rights and responsibilities of citizenship, as well as personal economic responsibilities.

Grade Twelve

Preparing for Citizenship

The twelfth-grade year serves as a capstone in which students apply the knowledge and skills that they have learned during previous grades. It focuses on current events and recent history while allowing students to choose topics of particular interest. Students demonstrate skills necessary for active, effective citizenship.

ACADEMIC CONTENT STANDARDS

The Development of Academic Content Standards

**Joint Council of the
State Board of Education and
the Ohio Board of Regents
Academic Content Standards**

The process for developing academic content standards began in 1997 when the State Board of Education and the Ohio Board of Regents created a Joint Council to oversee the implementation of recommendations made by the Secondary and Higher Education Remediation Advisory Commission. The boards began to build a common long-term agenda for pre-K through 16 education.

The Joint Council started its work by establishing a set of common expectations for what all students should know and be able to do upon completion of high school. The initial work established common expectations in six content areas: (1) the arts, (2) English language arts, (3) foreign languages, (4) mathematics, (5) science, and (6) social studies. These drafts were transformed into Ohio's Academic content standards.

The Joint Council assembled advisory groups to assist in completing preliminary planning for the process to draft Ohio's new academic content standards. This preliminary planning included review of exemplary world-class standards from the United States and other countries and the formulation of strategic policy recommendations. The recommendations assured that the drafting and refining of academic content standards would respect Ohio's history for sharing responsibility for curriculum decisions with Ohio's diverse learning communities.

Writing Teams were made up of representatives from all twelve regions served by the Ohio Department of Education's Regional Professional Development Centers and included educators from each grade level, K-12, as well as career-technical, special education and gifted education. Ohio's diverse ethnicity, geography, types of school districts and colleges and universities were represented on the writing teams. Parent and business and industry representatives also were represented on the writing teams. All original members of the teams who wrote the Common Expectations were invited back to join the writing teams.

When the writing teams completed the draft academic content standards documents, these documents were subjected to a period of extensive public engagement and rigorous review. Focus group meetings and electronic feedback via the web page allowed all stakeholders to express their opinions. The writing teams reviewed the public feedback and made revision recommendations to respond to the issues raised by feedback. The draft standards presented to the State Board of Education for adoption reflect the final recommendations of this writing process and include grade-level indicators of progress (K-12), benchmarks that will serve as checkpoints at key grade bands, philosophies and guiding assumptions.

ACADEMIC CONTENT STANDARDS

Development and Implementation Timeline

Based on Amended Substitute Senate Bill 1

	English Language Arts	Mathematics	Science	Social Studies	Technology Foreign Languages The Arts
Development ↑ ↓	(1) Assemble Advisory Committee				State Board adoption of these content areas will follow the adoption of English Language Arts, Mathematics, Science and Social Studies
	(2) Identify Writing Team				
	(3) Develop Draft Standards and Benchmarks				
	(4) Convene Writing Team				
	(5) Seek Focused Input				
	(6) Engage the Public				
	(7) Revise Draft Standards and Benchmarks				
Implementation ↑ ↓	(8) Adoption of Academic Content Standards by the State Board of Education	December 2001	December 2001	December 2002	December 2002
	(9) Develop products and services				
	(10) Design Curriculum Models				
	(11) Present for Public Review				
	(12) State Board Review				
	(13) Adoption of Curriculum Models by State Board of Education	June 2003	June 2003	June 2004	June 2004
	(14) Deliver Curriculum Models; Professional Development	September 2003	September 2003	September 2004	September 2004

ACADEMIC CONTENT STANDARDS

Philosophy and Guiding Assumptions

Ohio's social studies content standards serve as a basis for what all students should know and be able to do by the time they graduate from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio's educators with a set of common expectations upon which to base social studies curricula.

Philosophy of Ohio's Social Studies Academic Content Standards

Effective social studies integrates history, geography, economics, political science, other social sciences and humanities in order to prepare students to be participating citizens. Specifically, social studies:

- helps students develop the ability to make informed and reasoned decisions for themselves and for the common good;
- prepares students for their role as citizens and decision makers in a diverse, democratic society;
- enables students to learn about significant people, places, events and issues in the past in order to understand the present; and
- fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.

Assumptions for Social Studies Content Standards

Ohio's Academic Content Standards:

- Set high expectations and provide strong support for social studies achievement by ALL students.
- Represent the social studies knowledge and skills needed to make a successful transition to post-secondary education, the workplace and civic life.
- Reflect the sound application of research on how students learn social studies.
- Are informed by national standards documents.
- Balance knowledge, conceptual understanding and skill development.
- Address significant understandings that are the basis for sound decision-making as citizens.
- Focus on important social studies topics that are well articulated through benchmarks and grade-level indicators.
- Represent rigorous progression across grades and in-depth study within each grade.
- Incorporate use of technology by ALL students in learning social studies.
- Serve as the basis for classroom and state-wide assessments.
- Guide the development of local social studies curricula and instructional programs.

ACADEMIC CONTENT STANDARDS

Ohio's K-12 Social Studies Standards

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

ACADEMIC CONTENT STANDARDS

Social Studies Grade-Level Indicators

History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Kindergarten

- | | |
|-------------------|--|
| <i>Chronology</i> | 1. Recite the days of the week. |
| | 2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow. |
| <i>Daily Life</i> | 3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool). |
| <i>Heritage</i> | 4. Recognize state and federal holidays and explain their significance. |
| | 5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States. |

Grade One

- | | |
|-------------------|---|
| <i>Chronology</i> | 1. Recite the months of the year. |
| | 2. Place events from one's own life in chronological order. |
| | 3. Distinguish among past, present and future. |
| <i>Daily Life</i> | 4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown. |
| | 5. Compare past and present, near and far, with emphasis on daily life including |
| | a. the roles of men, women and children |
| | b. the identification of basic human needs |
| | c. various ways people meet human needs |
| <i>Heritage</i> | 6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays. |

ACADEMIC CONTENT STANDARDS

Grade Two

- Chronology*
 - 1. Measure calendar time by days, weeks, months and years.
 - 2. List the days of the week and months of the year in order.
 - 3. Place a series of related events in chronological order on a time line.
- Daily Life*
 - 4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.
 - 5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and /or different from those of today.
 - 6. Identify and describe examples of how science and technology have changed the daily lives of people and compare
 - a. forms of communication from the past and present
 - b. forms of transportation from the past and present
- Heritage*
 - 7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of
 - a. social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.)
 - b. explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong)

Grade Three

- Chronology*
 - 1. Define and measure time by years, decades and centuries.
 - 2. Place local historical events in sequential order on a time line.
- Growth*
 - 3. Describe changes in the community over time including changes in
 - a. businesses
 - b. architecture
 - c. physical features
 - d. employment
 - e. education
 - f. transportation
 - g. technology
 - h. religion
 - i. recreation

ACADEMIC CONTENT STANDARDS

Grade Four

- | | |
|-------------------|---|
| <i>Chronology</i> | 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history. |
| <i>Settlement</i> | 2. Describe the earliest settlements in Ohio including those of prehistoric peoples. |
| | 3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States. |
| <i>Growth</i> | 4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance. |
| | 5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States. |
| | 6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison. |

Grade Five

- | | |
|-------------------|---|
| <i>Chronology</i> | 1. Create time lines and identify possible relationships between events. |
| <i>Settlement</i> | 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways. |
| | 3. Explain why European countries explored and colonized North America. |
| | 4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture. |
| | 5. Explain how the United States became independent from Great Britain. |
| <i>Growth</i> | 6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States. |

ACADEMIC CONTENT STANDARDS

Grade Six

Chronology

1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.
2. Arrange dates in order on a time line using the conventions of BC and AD or BCE and CE.

Early Civilizations

3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including
 - a. hunting and gathering
 - b. tool making
 - c. use of fire
 - d. domestication of plants and animals
 - e. organizing societies
 - f. governance
4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 BC including
 - a. location
 - b. government
 - c. religion
 - d. agriculture
 - e. cultural and scientific contributions

The First Global Age

5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including
 - a. location
 - b. government
 - c. religion
 - d. agriculture
 - e. cultural and scientific contributions

ACADEMIC CONTENT STANDARDS

Grade Seven

- | | |
|----------------------------------|--|
| <i>Chronology</i> | 1. Group events by broadly defined historical eras and enter onto multiple-tier time lines. |
| <i>Early Civilizations</i> | 2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 BC including <ul style="list-style-type: none"> a. the development of concepts of government and citizenship b. scientific and cultural advancements c. the spread of religions d. slavery and systems of labor |
| <i>Feudalism and Transitions</i> | <p>3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.</p> <p>4. Explain the lasting effects of military conquests during the Middle Ages including <ul style="list-style-type: none"> a. Muslim conquests b. the Crusades c. the Mongol invasions </p> <p>5. Describe the impact of new ideas and institutions on European life including <ul style="list-style-type: none"> a. the significance of printing with movable type b. major achievements in art, architecture and literature during the Renaissance c. the Reformation </p> |
| <i>The First Global Age</i> | <p>6. Describe the importance of the West African empires of Ghana, Mali and Songhay including <ul style="list-style-type: none"> a. trade routes b. products c. spread of the Arabic language d. spread of Islam </p> <p>7. Describe the causes and effects of European exploration after 1400 including <ul style="list-style-type: none"> a. imperialism, colonialism and mercantilism b. impact on the peoples of sub-Saharan Africa, Asia and the Americas </p> |

ACADEMIC CONTENT STANDARDS

Grade Eight

- | | |
|-----------------------------|---|
| <i>Chronology</i> | 1. Select events and construct a multiple-tier time line to show relationships among events. |
| <i>The First Global Age</i> | 2. Describe the political, religious and economic aspects of North American colonization including <ul style="list-style-type: none"> a. reasons for colonization, including religion, desire for land and economic opportunity b. key differences among the Spanish, French and British colonies c. interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts d. indentured servitude and the introduction and institutionalization of slavery e. early representative governments and democratic practices that emerged, including town meetings and colonial assemblies f. conflicts among colonial powers for control of North America |
| <i>Revolution</i> | 3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning <ul style="list-style-type: none"> a. the Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts b. the Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament 4. Explain the results of important developments of the American Revolution including <ul style="list-style-type: none"> a. a declaration of American independence b. character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779 c. creation of state constitutions d. impacts on women, African-Americans and American Indians |
| <i>A New Nation</i> | 5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including <ul style="list-style-type: none"> a. maintaining national security b. creating a stable economic system c. dealing with war debts d. collecting revenue e. defining the authority of the central government |

ACADEMIC CONTENT STANDARDS

6. Explain the challenges in writing and ratifying the United States Constitution including
 - a. issues debated during the convention resulting in compromises, (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade)
 - b. the Federalist/Anti-Federalist debate
 - c. the debate over a Bill of Rights
7. Describe the actions taken to build one country from 13 states including
 - a. the precedents established by George Washington, including the cabinet and a two-term presidency
 - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank
 - c. the establishment of an independent federal court system

Civil War and Reconstruction

8. Describe and analyze the territorial expansion of the United States including
 - a. Northwest Ordinance
 - b. the Louisiana Purchase and the Lewis and Clark expedition
 - c. westward movement including Manifest Destiny
 - d. the Texas War for Independence and the Mexican-American War
9. Explain causes of the Civil War with emphasis on
 - a. slavery
 - b. states' rights
 - c. the different economies of the North and South
 - d. the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act
 - e. the abolitionist movement and the roles of Frederick Douglass and John Brown
 - f. the addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850
 - g. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860 and the South's secession
10. Explain the course and consequences of the Civil War with emphasis on
 - a. contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant
 - b. the Emancipation Proclamation
 - c. the Battle of Gettysburg

ACADEMIC CONTENT STANDARDS

11. Analyze the consequences of Reconstruction with emphasis on
 - a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson
 - b. attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the United States Constitution
 - c. the Ku Klux Klan and the enactment of black codes

Grade Nine

Enlightenment Ideas

1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.
2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.

Industrialization

3. Explain the causes and effects of the Industrial Revolution with emphasis on
 - a. how scientific and technological changes promoted industrialization in the textile industry in England
 - b. the impact of the growth of population, rural-to-urban migrations, growth of industrial cities and emigration out of Europe
 - c. the changing role of labor and the rise of the union movement
 - d. changes in living and working conditions for the early industrial working class, especially women and children
 - e. the growth of industrialization around the world

Imperialism

4. Describe the political, economic and social roots of imperialism.
5. Analyze the perspectives of the colonizers and the colonized concerning
 - a. indigenous language
 - b. natural resources
 - c. labor
 - d. political systems
 - e. religion
6. Explain the global impact of imperialism including
 - a. modernization of Japan
 - b. political and social reform in China
 - c. exploitation of African resources

ACADEMIC CONTENT STANDARDS

20th Century Conflict

7. Analyze the causes and effects of World War I with emphasis on
 - a. militarism, imperialism, nationalism and alliances
 - b. the global scope, outcomes and human costs of the war
 - c. the role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks
 - d. the Treaty of Versailles and the League of Nations
8. Analyze the causes and consequences of the Russian Revolution including
 - a. the lack of economic, political and social reforms under the tsars
 - b. the impact of World War I
 - c. the emergence of Lenin, Stalin and the Bolsheviks
 - d. the rise of communism in Russia
9. Assess the global impact of post-World War I economic, social and political turmoil including
 - a. disarmament
 - b. worldwide depression
 - c. colonial rebellion
 - d. rise of militarist and totalitarian states in Europe and Asia
10. Analyze the causes of World War II including
 - a. appeasement
 - b. Axis expansion
 - c. the role of the Allies
11. Analyze the consequences of World War II including
 - a. atomic weapons
 - b. civilian and military losses
 - c. the Holocaust and its impact
 - d. refugees and poverty
 - e. the United Nations
 - f. the establishment of the state of Israel
12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War including
 - a. Soviet expansion in Eastern Europe
 - b. the division of Germany
 - c. the emergence of NATO and the Warsaw Pact
 - d. the Chinese Communist Revolution

ACADEMIC CONTENT STANDARDS

13. Examine social, economic and political struggles resulting from colonialism and imperialism including
 - a. independence movements in India, Indochina and Africa
 - b. rise of dictatorships in former colonies
14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including
 - a. the arms build-up
 - b. ethnic unrest in the Soviet Union
 - c. independence movements in former Soviet satellites
 - d. global decline of communism
15. Examine regional and ethnic conflict in the post-Cold War era including
 - a. persistent conflict in the Middle East
 - b. ethnic strife in Europe, Africa and Asia

Grade Ten

Industrialization

1. Explain the effects of industrialization in the United States in the 19th century including
 - a. changes in work and the workplace
 - b. immigration and child labor and their impact on the labor force
 - c. modernization of agriculture
 - d. urbanization
 - e. the emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture
2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on
 - a. laissez-faire policies
 - b. monopolies
 - c. standard of living
3. Analyze the reasons for the rise and growth of labor organizations in the United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including
 - a. unregulated working conditions
 - b. laissez-faire policies toward big business
 - c. violence toward supporters of organized labor

ACADEMIC CONTENT STANDARDS

4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on
 - a. urban reforms
 - b. conservation
 - c. business regulation and antitrust legislation
 - d. the movement for public schooling
 - e. the regulation of child labor
- Imperialism* 5. Trace the development of the United States as a world power with emphasis on
 - a. the Spanish-American War
 - b. United States imperialism in the Far East, South Pacific, Caribbean and Central America
- 20th Century Conflict* 6. Trace the development of the United States as a world power with emphasis on
 - a. the decision to enter into World War I
 - b. President Wilson's Fourteen Points
 - c. the Treaty of Versailles
 - d. the decision of the United States not to participate in the League of Nations
7. Analyze the impact of United States participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.
8. Explain how the Cold War and related conflicts influenced United States foreign policy after 1945 with emphasis on
 - a. the Marshall Plan
 - b. communist containment, including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis
 - c. the Korean War and the Vietnam War

ACADEMIC CONTENT STANDARDS

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including
 - a. the Red Scare
 - b. women's right to vote
 - c. African-American migrations from the South to the North
 - d. immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan
 - e. the Roaring Twenties and the Harlem Renaissance
 - f. stock market speculation and the stock market crash of 1929
10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on
 - a. the Great Depression
 - b. the Dust Bowl
 - c. the New Deal
11. Analyze the impact of United States participation in World War II with emphasis on
 - a. events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce
 - b. the internment of Japanese-Americans
12. Explain major domestic developments after 1945 with emphasis on
 - a. postwar prosperity in the United States
 - b. McCarthyism
 - c. the space race
 - d. immigration patterns
13. Trace social unrest, protest and change in the United States including
 - a. antiwar protest during the Vietnam War
 - b. the counterculture movement
 - c. the women's liberation movement

ACADEMIC CONTENT STANDARDS

14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on
 - a. *Brown v. Board of Education*
 - b. changes in goals and tactics of leading civil rights advocates and organizations
 - c. the linkages between the civil rights movement and movements to gain justice for other minority groups

Grade Eleven

Analysis and Interpretation

1. Evaluate the limitations and the opportunities that result from decisions made in the past including
 - a. Electoral College
 - b. direct election of senators
 - c. income tax
 - d. length of terms of elected and appointed officials
2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).

Grade Twelve

Analysis and Interpretation

1. Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences (e.g., choices made during the Civil War, choices relating to immigration policy or choices made during the Cuban Missile Crisis).
2. Analyze primary source material to see if a historical interpretation is supported.
3. Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.

ACADEMIC CONTENT STANDARDS

Social Studies Grade-Level Indicators

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Kindergarten

- | | |
|------------------|--|
| <i>Cultures</i> | 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same. |
| <i>Diffusion</i> | 2. Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts. |

Grade One

- | | |
|------------------|---|
| <i>Cultures</i> | 1. Describe similarities and differences in the ways different cultures meet common human needs including <ol style="list-style-type: none">foodclothingshelterlanguageartistic expressions |
| <i>Diffusion</i> | 2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.
3. Describe family and local community customs and traditions.
4. Describe life in other countries with emphasis on daily life, including roles of men, women and children. |

ACADEMIC CONTENT STANDARDS

Grade Two

- Cultures* 1. Describe the cultural practices and products of people on different continents.
- Diffusion* 2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
- 3. Explain how contributions of different cultures within the United States have influenced our common national heritage.
- 4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

Grade Three

- Cultures* 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including
 - a. artistic expression
 - b. religion
 - c. language
 - d. food
- 2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.
- Interaction* 3. Describe settlement patterns of various cultural groups within the local community.

Grade Four

- Cultures* 1. Describe the cultural practices and products of various groups who have settled in Ohio over time
 - a. the Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient)
 - b. historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware)
 - c. European immigrants
 - d. Amish and Appalachian populations
 - e. African-Americans
 - f. recent immigrants from Africa, Asia and Latin America

ACADEMIC CONTENT STANDARDS

- Interaction*
2. Describe the impact of the expansion of European settlements on American Indians in Ohio.
 3. Explain the reasons people came to Ohio including
 - a. opportunities in agriculture, mining and manufacturing
 - b. family ties
 - c. freedom from political and religious oppression

Grade Five

- Cultures*
1. Compare the cultural practices and products of diverse groups in North America including
 - a. artistic expressions
 - b. religion
 - c. language
 - d. food
 - e. clothing
 - f. shelter
- Interaction*
2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
 3. Describe the experiences of African-Americans under the institution of slavery.
 4. Describe the waves of immigration to North America and the areas from which people came in each wave.
 5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

ACADEMIC CONTENT STANDARDS

Grade Six

- Cultures*
 - 1. Compare the cultural practices and products of the societies studied including
 - a. class structure
 - b. gender roles
 - c. beliefs
 - d. customs and traditions
 - 2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including
 - a. Buddhism
 - b. Christianity
 - c. Judaism
 - d. Hinduism
 - e. Islam
- Interaction*
 - 3. Explain factors that foster conflict or cooperation among countries
 - a. language
 - b. religion
 - c. types of government
 - d. historic relationships
 - e. economic interests

Grade Seven

- Cultures*
 - 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.
 - 2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.
- Diffusion*
 - 3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.
 - 4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

ACADEMIC CONTENT STANDARDS

Grade Eight

- Interaction*
1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.
 2. Describe and explain the social, economic and political effects of
 - a. stereotyping and prejudice
 - b. racism and discrimination
 - c. institutionalized racism and institutionalized discrimination
 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.
 4. Analyze the economic, geographic, religious and political factors that contributed to
 - a. the enslavement of Africans in North America
 - b. resistance to slavery
 5. Describe the historical limitations on participation of women in United States society and their efforts to gain equal rights.
- Diffusion*
6. Explain how the diverse peoples of the United States developed a common national identity.

Grade Nine

- Cultures*
1. Analyze examples of how people in different cultures view events from different perspectives including
 - a. creation of the state of Israel
 - b. partition of India and Pakistan
 - c. reunification of Germany
 - d. end of apartheid in South Africa
- Interaction*
2. Analyze the results of political, economic, and social oppression and the violation of human rights including
 - a. the exploitation of indigenous peoples
 - b. the Holocaust and other acts of genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq

ACADEMIC CONTENT STANDARDS

- Diffusion*
3. Explain how advances in communication and transportation have impacted
 - a. globalization
 - b. cooperation and conflict
 - c. the environment
 - d. collective security
 - e. popular culture
 - f. political systems
 - g. religion

Grade Ten

- Cultures*
1. Describe how the perspectives of cultural groups helped to create political action groups such as
 - a. the National Association for the Advancement of Colored People (NAACP)
 - b. National Organization for Women (NOW)
 - c. American Indian Movement (AIM)
 - d. United Farm Workers
 2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.
- Interaction*
3. Explain how Jim Crow laws legalized discrimination based on race.
 4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.
- Diffusion*
5. Explain the effects of immigration on society in the United States
 - a. housing patterns
 - b. political affiliation
 - c. education system
 - d. language
 - e. labor practices
 - f. religion

ACADEMIC CONTENT STANDARDS

Grade Eleven

- | | |
|--------------------|---|
| <i>Cultures</i> | 1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups <ol style="list-style-type: none">a. Indian policiesb. immigration lawsc. segregation policiesd. selective service laws |
| <i>Interaction</i> | 2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.

3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the United States society and economy including <ol style="list-style-type: none">a. naturalizationb. voting rightsc. racial integrationd. affirmative action |
| <i>Diffusion</i> | 4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture). |

Grade Twelve

- | | |
|--------------------|---|
| <i>Cultures</i> | 1. Identify the perspectives of diverse cultural groups when analyzing current issues.

2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups. |
| <i>Interaction</i> | 3. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).

4. Evaluate the effectiveness of international governmental organizations (e.g., United Nations, European Union, World Court and Organization of American States), multinational corporations, and nongovernmental organizations (e.g., Amnesty International, Red Cross and World Council of Churches) in the global arena. |
| <i>Diffusion</i> | 5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture. |

ACADEMIC CONTENT STANDARDS

ACADEMIC CONTENT STANDARDS

Social Studies Grade-Level Indicators

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Kindergarten

- Location*
1. Identify and correctly use terms related to location, direction and distance including
 - a. up/down
 - b. over/under
 - c. here/there
 - d. front/back
 - e. behind/in front of
 2. Recite home address.
 3. Make models and maps representing real places including the classroom.
 4. Distinguish between land and water on maps and globes.

- Places and Regions*
5. Demonstrate familiarity with the school's layout.
 6. Describe the immediate surroundings of home (e.g., streets, buildings, fields, woods or lakes).

- Human
Environmental
Interaction*
7. Identify key natural resources that are used in the students' daily lives.

ACADEMIC CONTENT STANDARDS

Grade One

- | | |
|--|---|
| <i>Location</i> | <ol style="list-style-type: none"> 1. Identify and correctly use terms related to location, direction and distance including <ol style="list-style-type: none"> a. left/right b. near/far 2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood). 3. Identify and use symbols to locate places of significance on maps and globes. 4. Locate the local community, state and the United States on maps or globes. |
| <i>Places and Regions</i> | <ol style="list-style-type: none"> 5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community. 6. Compare areas within the local community to identify similarities. |
| <i>Human
Environmental
Interaction</i> | <ol style="list-style-type: none"> 7. Describe human adaptations to variations in the physical environment including <ol style="list-style-type: none"> a. food b. clothing c. shelter d. transportation e. recreation |

Grade Two

- | | |
|---------------------------|--|
| <i>Location</i> | <ol style="list-style-type: none"> 1. Read and interpret a variety of maps. 2. Construct a map that includes a map title and key that explains all symbols that are used. 3. Name and locate the continents and oceans. |
| <i>Places and Regions</i> | <ol style="list-style-type: none"> 4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. |

ACADEMIC CONTENT STANDARDS

Human Environmental Interaction

5. Compare how land is used in urban, suburban and rural environments.
6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

Grade Three

Location

1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.
2. Use a compass rose and cardinal directions to describe the relative location of places.
3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
4. Use a number/letter grid system to locate physical and human features on a map.
5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.

Places and Regions

6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.

Human Environmental Interaction

7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.

Movement

8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.

Grade Four

Location

1. Use a linear scale to measure the distance between places on a map.
2. Use cardinal and intermediate directions to describe the relative location of places.
3. Describe the location of Ohio relative to other states and countries.

ACADEMIC CONTENT STANDARDS

4. Use maps to identify the location of major physical and human features of Ohio including
 - a. Lake Erie
 - b. rivers
 - c. plains
 - d. the Appalachian Plateau
 - e. bordering states
 - f. the capital city
 - g. other major cities

Places and Regions

5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.
6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.
7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.

Human Environmental Interaction

8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.
9. Identify ways that people have affected the physical environment of Ohio including
 - a. use of wetlands
 - b. use of forests
 - c. building farms, towns and transportation systems
 - d. using fertilizers, herbicides and pesticides
 - e. building dams

Movement

10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.

ACADEMIC CONTENT STANDARDS

Grade Five

- Location*
1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.
 2. Use maps to identify the location of
 - a. the three largest countries of North America
 - b. the 50 states of the United States
 - c. the Rocky and Appalachian mountain systems
 - d. the Mississippi, Rio Grande and St. Lawrence rivers
 - e. the Great Lakes

- Places and Regions*
3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.
 4. Explain how climate is influenced by
 - a. earth-sun relationships
 - b. landforms
 - c. vegetation
 5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.
 6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including
 - a. forests
 - b. fertile soil
 - c. oil
 - d. coal
 - e. running water
 7. Analyze reasons for conflict and cooperation among regions of North America including
 - a. trade
 - b. environmental issues
 - c. immigration

*Human
Environmental
Interaction*

8. Explain how the characteristics of different physical environments affect human activities in North America.

ACADEMIC CONTENT STANDARDS

9. Analyze the positive and negative consequences of human changes to the physical environment including
 - a. Great Lakes navigation
 - b. highway systems
 - c. irrigation
 - d. mining
 - e. introduction of new species

Movement

10. Use or construct maps of colonization and exploration to explain European influence in North America.

Grade Six

Location

1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.
2. Use coordinates of latitude and longitude to locate points on a world map.

Places and Regions

3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including
 - a. agriculture
 - b. mining
 - c. fishing
 - d. manufacturing
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.

Human Environmental Interaction

5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including
 - a. bodies of water
 - b. landforms
 - c. climates
 - d. vegetation
 - e. weathering
 - f. seismic activity

ACADEMIC CONTENT STANDARDS

- 6. Describe ways in which human migration has an impact on the physical and human characteristics of places including
 - a. urbanization
 - b. desertification
 - c. deforestation
 - 7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including
 - a. dam building
 - b. energy production/usage
 - c. agriculture
 - d. urban growth
- Movement*
- 8. Explain push and pull factors that cause people to migrate from place to place including
 - a. oppression/freedom
 - b. poverty/economic opportunity
 - c. cultural ties
 - d. political conflicts
 - e. environmental factors
 - 9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.

Grade Seven

- Location*
- 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.
 - 2. On a map, identify places related to the historical events being studied and explain their significance.
- Places and Regions*
- 3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.
- Human Environmental Interaction*
- 4. Use physical and historical maps to analyze the reasons that human features are located in particular places.
- Movement*
- 5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including
 - a. physical features
 - b. culture
 - c. war
 - d. trade
 - e. technological innovations

ACADEMIC CONTENT STANDARDS

Grade Eight

Places and Regions

1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

Human Environmental Interaction

2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.

Movement

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

Grade Nine

Places and Regions

1. Interpret data to make comparisons between and among countries and regions including
 - a. birth rates
 - b. death rates
 - c. infant mortality rates
 - d. education levels
 - e. per capita Gross Domestic Product (GDP)
2. Explain how differing points of view play a role in conflicts over territory and resources.
3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

Human Environmental Interaction

4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.

Movement

5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

ACADEMIC CONTENT STANDARDS

Grade Ten

Places and Regions

1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including
 - a. urban areas
 - b. wilderness
 - c. farmland
 - d. centers of industry and technology

Human Environmental Interaction

2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.

Movement

3. Analyze the geographic processes that contributed to changes in American society including
 - a. industrialization and post-industrialization
 - b. urbanization and suburbanization
 - c. immigration

Grade Eleven

Places and Regions

1. Explain how government decisions reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).

Human Environmental Interaction

2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.

Application of Geography

3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.
4. Identify and analyze the changing political geography at the local, state, national and international levels including
 - a. annexation
 - b. zoning
 - c. congressional reapportionment
 - d. changes in international boundaries

ACADEMIC CONTENT STANDARDS

Grade Twelve

Places and Regions

1. Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.

Human Environmental Interaction

2. Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns (e.g., alternative sources of energy, mass transportation systems or farmland and wetland preservation).
3. Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth.

Application of Geography

4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.

Social Studies

Grade-Level Indicators

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Kindergarten*Scarcity and
Resource Allocation*

1. Recognize that people have many wants.
2. Explain how people make decisions in order to satisfy their wants.

*Production, Distribution
and Consumption*

3. Identify goods and services.

Grade One*Scarcity and
Resource Allocation*

1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.

*Production, Distribution
and Consumption*

2. Describe the ways people produce, consume and exchange goods and services in their community.

Markets

3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.

ACADEMIC CONTENT STANDARDS

Grade Two

Scarcity and Resource Allocation

1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener or converted to fuel).

Production, Distribution and Consumption

2. Explain how people are both buyers and sellers of goods and services.
3. Recognize that most people work in jobs in which they produce a few special goods or services.
4. Explain why people in different parts of the world earn a living in a variety of ways.

Markets

5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

Grade Three

Scarcity and Resource Allocation

1. Define opportunity cost and give an example of the opportunity cost of a personal decision.

Production, Distribution and Consumption

2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.
3. Categorize economic activities as examples of production or consumption.
4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.

Markets

5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.
6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
7. Identify examples of economic competition in the local community.

ACADEMIC CONTENT STANDARDS

Grade Four

Scarcity and Resource Allocation

1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.
2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.

Production, Distribution and Consumption

3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.

Markets

4. Explain ways in which individuals and households obtain and use income.
5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.
6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.

Grade Five

Scarcity and Resource Allocation

1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.
2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce and for whom to produce.

Production, Distribution and Consumption

3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.

Markets

4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
5. Explain the general relationship between supply, demand and price in a competitive market.
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality and better customer service.
7. Explain why competition among consumers/buyers results in higher product prices.

ACADEMIC CONTENT STANDARDS

Grade Six

Scarcity and Resource Allocation

1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.
2. Explain that most decisions involve trade-offs and give examples.

Markets

3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.
4. Identify goods and services that are imported and exported and explain how this trade makes countries interdependent.
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

Government and the Economy

6. Distinguish between goods and services typically produced by the private sector and the public sector.

Grade Seven

Scarcity and Resource Allocation

1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.

Markets

2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.

ACADEMIC CONTENT STANDARDS

Grade Eight

Scarcity and Resource Allocation

1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.

Markets

2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.

Government and the Economy

4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of United States Constitution.
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy.

Grade Nine

Markets

1. Describe costs and benefits of trade with regard to
 - a. standard of living
 - b. productive capacity
 - c. usage of productive resources
 - d. infrastructure
2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce and for whom to produce.
3. Analyze characteristics of traditional, market, command and mixed economies with regard to
 - a. private property
 - b. freedom of enterprise
 - c. competition and consumer choice
 - d. the role of government

Government and the Economy

4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.

ACADEMIC CONTENT STANDARDS

Grade Ten

Markets

1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.
2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the United States economy.

Government and the Economy

3. Demonstrate how United States governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.
4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.
5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.

Grade Eleven

Scarcity and Resource Allocation

1. Explain the effects of shortages, surpluses and government-enforced controls on prices.
2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.
3. Explain the impact of inflation on economic behavior.

Production, Distribution and Consumption

4. Describe the functions of the components that make up an economic system and describe the relationships among them including
 - a. business
 - b. productive resources
 - c. financial institutions
 - d. government
 - e. consumers
5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.
6. Identify indicators that provide information to consumers on the current value or purchasing power of money with a focus on the
 - a. Consumer Price Index
 - b. unemployment rate
 - c. Gross Domestic Product (GDP)

ACADEMIC CONTENT STANDARDS

- Markets*
7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.
 8. Explain the effects of specialization, interdependence and trade on the United States and other countries.
 9. Explain how changes in exchange rates affect consumers and producers.

- Government and the Economy*
10. Analyze issues related to the use of different types of taxes to fund public goods and services including
 - a. proportional tax
 - b. progressive tax
 - c. regressive tax

- Personal Finance*
11. Explain why incomes will differ in the labor market depending on supply and demand for skills, abilities and education levels.
 12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.
 13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including
 - a. budgets
 - b. savings
 - c. investments
 - d. credit
 - e. philanthropy
 14. Describe how interest rates affect savers and borrowers.

ACADEMIC CONTENT STANDARDS

Grade Twelve

Scarcity and Resource Allocation

1. Compare how values and beliefs influence economic decisions in different communities.
2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.
3. Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources.

Production, Distribution and Consumption

4. Use the circular flow model to explain the flow of money, goods, services and productive resources in the economy.

Markets

5. Identify reasons for and the impacts of multinational economic organizations
 - a. Organization of the Petroleum Exporting Countries (OPEC)
 - b. European Monetary Union
 - c. North American Free Trade Agreement (NAFTA)
 - d. World Trade Organization (WTO)
 - e. World Bank

Government and the Economy

6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.
7. Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.

ACADEMIC CONTENT STANDARDS

Social Studies Grade-Level Indicators

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Kindergarten

Role of Government

1. Identify authority figures in the home, school and community.
2. Recognize symbols of the United States that represent its democracy and values including
 - a. the national flag
 - b. the Pledge of Allegiance

Rules and Laws

3. Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.

Grade One

Role of Government

1. Recognize the role of authority figures in providing for the safety and security of individuals.
2. Explain how voting can be used to make group decisions.
3. Recognize symbols of the United States that represent its democracy and values including
 - a. the bald eagle
 - b. the White House
 - c. the Statue of Liberty
 - d. the national anthem

Rules and Laws

4. Recognize the need for rules in different settings and the need for fairness in such rules.
5. Discuss the consequences of violating rules.

ACADEMIC CONTENT STANDARDS

Grade Two

Role of Government

1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.
2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including
 - a. making and enforcing laws
 - b. providing leadership
 - c. providing services
 - d. resolving disputes
3. Explain the importance of landmarks in the United States and the ideals that they represent including
 - a. the Washington Monument
 - b. the Jefferson Memorial
 - c. the Lincoln Memorial

Rules and Laws

4. Explain the purpose of rules in the workplace.
5. Predict the consequences of following rules or violating rules in different settings.

Grade Three

Role of Government

1. Explain the major functions of local government including
 - a. promoting order and security
 - b. making laws
 - c. settling disputes
 - d. providing public services
 - e. protecting the rights of individuals
2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).
3. Identify the location of local government buildings and explain the functions of government that are carried out there.
4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).
5. Define power and authority.
6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).

ACADEMIC CONTENT STANDARDS

Grade Four

Role of Government

1. Explain major responsibilities of each of the three branches of government in Ohio
 - a. the legislative branch, headed by the General Assembly, makes state laws
 - b. the executive branch, headed by the governor, carries out and enforces laws made by the General Assembly
 - c. the judicial branch, headed by the Ohio Supreme Court, interprets and applies the law
2. Explain why elections are used to select leaders and decide issues.

Rules and Laws

3. Explain the purpose of a democratic constitution
 - a. to provide a framework for a government
 - b. to limit the power of government
 - c. to define the authority of elected officials
4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Grade Five

Role of Government

1. Explain major responsibilities of each of the three branches of the United States government
 - a. the legislative branch, headed by Congress, passes laws
 - b. the executive branch, headed by the president, carries out and enforces the laws made by Congress
 - c. the judicial branch, headed by the Supreme Court, interprets and applies the law
2. Explain the essential characteristics of American democracy including
 - a. the people are the source of the government's authority
 - b. all citizens have the right and responsibility to vote and influence the decisions of the government
 - c. the government is run directly by the people or through elected representatives
 - d. the powers of government are limited by law
 - e. basic rights of individuals are guaranteed by the Constitution

Rules and Laws

3. Explain the significance of the Declaration of Independence and the United States Constitution.

ACADEMIC CONTENT STANDARDS

Grade Six

Role of Government

1. Explain reasons for the creation of governments such as
 - a. protecting lives, liberty and property
 - b. providing services that individuals cannot provide for themselves
2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.
3. Explain the ways that countries interact with each other including
 - a. diplomacy
 - b. treaties
 - c. international meetings and exchanges, e.g., United Nations
 - d. military conflict

Systems of Government

4. Describe the defining characteristics of democracies, monarchies and dictatorships.

Grade Seven

Systems of Government

1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.
2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

Grade Eight

Role of Government

1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.
2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including
 - a. payment of debt
 - b. establishment of a national bank
 - c. strict or loose interpretation of the Constitution
 - d. support for England or France

ACADEMIC CONTENT STANDARDS

Rules and Laws

3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States
 - a. Shays's Rebellion
 - b. economic instability
 - c. government under the Articles of Confederation
4. Explain the political concepts expressed in the United States Constitution
 - a. representative democracy
 - b. federalism
 - c. bicameralism
 - d. separation of powers
 - e. checks and balances
5. Explain how the United States Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.
6. Explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on
 - a. freedom of religion, speech, press, assembly and petition
 - b. right to trial by jury and the right to counsel
 - c. due process and equal protection of the laws
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.
8. Describe the process by which a bill becomes a law.

Grade Nine

Systems of Government

1. Explain how various systems of governments acquire, use and justify their power.
2. Analyze the purposes, structures and functions of various systems of government including
 - a. absolute monarchies
 - b. constitutional monarchies
 - c. parliamentary democracies
 - d. presidential democracies
 - e. dictatorships
 - f. theocracies

ACADEMIC CONTENT STANDARDS

Grade Ten

Rules and Laws

1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including
 - a. *Plessy v. Ferguson*
 - b. *Brown v. Board of Education*
 - c. *Regents of the University of California v. Bakke*
2. Explain why the 19th and 26th Amendments were enacted and how they affected individuals and groups.

Grade Eleven

Role of Government

1. Analyze the actions of the United States government and evaluate the extent to which those actions reflect characteristics of American democracy and help to serve the public good.
2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.
3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.
4. Describe the changing relationship among the levels of government in the United States federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.
6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.

Rules and Laws

7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the United States Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.
8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on
 - a. concurrent powers
 - b. reserved powers
 - c. implied powers
 - d. expressed powers

ACADEMIC CONTENT STANDARDS

9. Explain how interpretations of the basic principles found in the United States Constitution have changed over time.
10. Explain the importance of the privilege of habeas corpus and of the constitutional prohibitions against bills of attainder and ex post facto laws.

Systems of Government

11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.
12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on
 - a. appointments
 - b. primary and general elections
 - c. the Electoral College
 - d. recall
 - e. impeachment
13. Explain the use of the initiative and referendum in the government of Ohio.

Grade Twelve

Role of Government

1. Identify and analyze an issue related to domestic or foreign policy in the United States (e.g., human rights, intervention in conflicts between other countries or health care).
2. Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy.

Rules and Laws

3. Explain the key arguments made for and against the ratification of the Constitution and illustrate how those arguments influence contemporary political debate.

Systems of Government

4. Identify and analyze issues related to the election process in the United States (e.g., election board policies, technology used in elections, media reporting of election results).

ACADEMIC CONTENT STANDARDS

Social Studies Grade-Level Indicators

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Kindergarten

Participation

1. Participate and cooperate in classroom activities.

Rights and Responsibilities

2. Take personal responsibility to follow directions and rules.
3. Demonstrate the ability to make choices and take responsibility for personal actions.
4. Discuss the attributes and actions of a good citizen with emphasis on
 - a. trust
 - b. respect
 - c. honesty
 - d. responsibility
 - e. fairness
 - f. compassion
 - g. self-control

Grade One

Participation

1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.

Rights and Responsibilities

2. Demonstrate self-direction in school tasks.
3. Demonstrate accountability for actions.
4. Demonstrate pride in personal accomplishments.

ACADEMIC CONTENT STANDARDS

5. Demonstrate citizenship traits including
 - a. trustworthiness
 - b. fairness
 - c. self-control
 - d. respect for those in authority

Grade Two

Participation

1. Demonstrate skills and explain the benefits of cooperation when working in group settings
 - a. manage conflict peacefully
 - b. display courtesy
 - c. respect others

Rights and Responsibilities

2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).
3. Demonstrate citizenship traits including
 - a. honesty
 - b. self-assurance
 - c. respect for the rights of others
 - d. persistence
 - e. patriotism

Grade Three

Participation

1. Describe how people help to make the community a better place in which to live including
 - a. working to preserve the environment
 - b. helping the homeless
 - c. restoring houses in low-income areas
 - d. supporting education
 - e. planning community events
 - f. starting a business

ACADEMIC CONTENT STANDARDS

2. Demonstrate effective citizenship traits including
 - a. civility
 - b. respect for the rights and dignity of each person
 - c. volunteerism
 - d. compromise
 - e. compassion
 - f. persistence in achieving goals
 - g. civic-mindedness

Rights and Responsibilities

3. Describe the responsibilities of citizenship with emphasis on
 - a. voting
 - b. obeying laws
 - c. respecting the rights of others
 - d. being informed about current issues
 - e. paying taxes

Grade Four

Participation

1. Describe the ways in which citizens can promote the common good and influence their government including
 - a. voting
 - b. communicating with officials
 - c. participating in civic and service organizations
 - d. performing voluntary service

Rights and Responsibilities

2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.
3. Explain the importance of leadership and public service.
4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

ACADEMIC CONTENT STANDARDS

Grade Five

Participation

1. Explain how an individual acquires United States citizenship
 - a. birth
 - b. naturalization

Rights and Responsibilities

2. Explain the obligations of upholding the United States Constitution including
 - a. obeying laws
 - b. paying taxes
 - c. serving on juries
 - d. registering for selective service
3. Explain the significance of the rights that are protected by the First Amendment including
 - a. freedom of religion
 - b. freedom of speech
 - c. freedom of the press
 - d. right of petition and assembly

Grade Six

Participation

1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.

Rights and Responsibilities

2. Compare the rights and responsibilities of citizens living under various systems of government.

Grade Seven

Participation

1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.

Rights and Responsibilities

2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.

ACADEMIC CONTENT STANDARDS

Grade Eight

Participation

1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including
 - a. the Sons of Liberty and Committees of Correspondence / American independence
 - b. the Underground Railroad and the abolitionist movement / abolition of slavery
2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including
 - a. nominating conventions
 - b. expansion of the franchise
 - c. active campaigning

Rights and Responsibilities

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including
 - a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner
 - b. state constitutional conventions and the disenfranchisement of free blacks
 - c. Jackson and his role in Indian removal
 - d. Frederick Douglass and the abolitionist movement
 - e. Elizabeth Cady Stanton and women's rights
4. Show connections between the rights and responsibilities of citizenship including
 - a. voting and staying informed on issues
 - b. being tried by a jury and serving on juries
 - c. having rights and respecting the rights of others

ACADEMIC CONTENT STANDARDS

Grade Nine

- Participation*
1. Analyze and evaluate the influence of various forms of citizen action on public policy including
 - a. the French Revolution
 - b. the international movement to abolish the slave trade and slavery
 - c. the Russian Revolution
 - d. the independence movement in India
 - e. the fall of communism in Europe
 - f. the end of apartheid
 2. Describe and compare opportunities for citizen participation under different systems of government including
 - a. absolute monarchies
 - b. constitutional monarchies
 - c. parliamentary democracies
 - d. presidential democracies
 - e. dictatorships
 - f. theocracies
 3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.

Grade Ten

- Participation*
1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on
 - a. extension of suffrage
 - b. labor legislation
 - c. civil rights legislation
 - d. military policy
 - e. environmental legislation
 - f. business regulation
 - g. educational policy

ACADEMIC CONTENT STANDARDS

Rights and Responsibilities

2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including
 - a. women's suffrage movement of the late 1800s
 - b. civil rights movement of the 1960s
 - c. student protests during the Vietnam War
3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including
 - a. clear and present danger
 - b. compelling government interest
 - c. national security
 - d. libel or slander
 - e. public safety
 - f. equal opportunity
4. Analyze instances in which the rights of individuals were restricted including
 - a. conscientious objectors in World War I
 - b. immigrants during the Red Scare
 - c. intellectuals and artists during the McCarthy Era
 - d. African-Americans during the civil rights movement

Grade Eleven

Participation

1. Analyze historical and contemporary examples of citizen movements to bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, NAACP and Eagle Forum).
2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.
3. Explain how an individual participates in primary and general elections including
 - a. registering to vote
 - b. identifying the major duties, responsibilities and qualifications required for a particular position
 - c. becoming informed about candidates and issues
 - d. declaring or changing party affiliation
 - e. obtaining, marking and depositing a ballot

ACADEMIC CONTENT STANDARDS

Rights and Responsibilities

4. Compare the rights of citizens and resident aliens.
5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through
 - a. legislation
 - b. the role of the judiciary in upholding rights
 - c. the role of citizens exercising their rights
6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including
 - a. behaving in a civil manner
 - b. being fiscally responsible
 - c. accepting responsibility for the consequences of one's actions
 - d. practicing civil discourse
 - e. becoming informed on public issues
 - f. voting
 - g. taking action on public issues
 - h. providing public service
 - i. serving on juries

Grade Twelve

Participation

1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic
 - a. persuasive speech
 - b. panel discussion
 - c. debate
2. Evaluate policies that have been proposed as ways of dealing with social changes resulting from new technologies (e.g., censorship of the media, intellectual property rights or organ donation).
3. Analyze relationships and tensions between national sovereignty and international accords and organizations (e.g., international agreements on environmental issues, trade agreements, arms agreements, European Union or NATO).
4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.
5. Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.

ACADEMIC CONTENT STANDARDS

6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.
7. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems (e.g., health, security, resource allocation, economic development or environmental quality).
8. Analyze how democracy, the free flow of information, global economic interdependence or human rights movements can cause change within a country.

Rights and Responsibilities

9. Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to litigation for maintaining order and resolving conflicts within the United States legal system including
 - a. mediation
 - b. arbitration
 - c. alternative dispute resolution
 - d. plea-bargaining

ACADEMIC CONTENT STANDARDS

Social Studies Grade-Level Indicators

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Kindergarten

- | | |
|----------------------------------|---|
| <i>Obtaining Information</i> | 1. Listen for information. |
| <i>Thinking and Organizing</i> | 2. Sort objects or pictures according to appropriate criteria. |
| | 3. Compare similarities and differences among objects or pictures. |
| <i>Communicating Information</i> | 4. Communicate information. |
| <i>Problem Solving</i> | 5. Work with others by sharing, taking turns and raising hand to speak. |

Grade One

- | | |
|----------------------------------|---|
| <i>Obtaining Information</i> | 1. Obtain information about a topic using a variety of oral and visual sources. |
| <i>Thinking and Organizing</i> | 2. Sequence information. |
| | 3. Determine categories for sorting information. |
| | 4. Identify main ideas from oral, visual and print sources. |
| <i>Communicating Information</i> | 5. Communicate information orally or visually. |
| <i>Problem Solving</i> | 6. Display courtesy and respect for others in group settings including |
| | a. staying on the topic |
| | b. focusing attention on the speaker |

ACADEMIC CONTENT STANDARDS

Grade Two

Obtaining Information

1. Obtain information from oral, visual and print sources.
2. Identify sources used to gather information
 - a. people
 - b. printed materials
 - c. electronic sources

Thinking and Organizing

3. Predict the next event in a sequence.
4. Distinguish the difference between fact and fiction in oral, visual and print materials.

Communicating Information

5. Communicate information in writing.

Problem Solving

6. Use problem-solving/ decision-making skills to identify a problem and gather information while working independently and in groups.

Grade Three

Obtaining Information

1. Obtain information about local issues from a variety of sources including
 - a. maps
 - b. photos
 - c. oral histories
 - d. newspapers
 - e. letters
 - f. artifacts
 - g. documents
2. Locate information using various parts of a source including
 - a. the table of contents
 - b. title page
 - c. illustrations
 - d. keyword searches

Thinking and Organizing

3. Identify possible cause and effect relationships.
4. Read and interpret pictographs, bar graphs and charts.

ACADEMIC CONTENT STANDARDS

Communicating Information

5. Communicate information using pictographs and bar graphs.

Problem Solving

6. Use a problem-solving/decision-making process which includes
 - a. identifying a problem
 - b. gathering information
 - c. listing and considering options
 - d. considering advantages and disadvantages of options
 - e. choosing and implementing a solution

Grade Four

Obtaining Information

1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic
 - a. atlases
 - b. encyclopedias
 - c. dictionaries
 - d. newspapers
 - e. multimedia/electronic sources
2. Use a glossary and index to locate information.
3. Use primary and secondary sources to answer questions about Ohio history.
4. Describe how archaeologists and historians study and interpret the past.

Thinking and Organizing

5. Identify main ideas and supporting details from factual information.
6. Distinguish between fact and opinion.
7. Read and interpret pictographs, bar graphs, line graphs and tables.
8. Formulate a question to focus research.

Communicating Information

9. Communicate relevant information in a written report including the acknowledgement of sources.

ACADEMIC CONTENT STANDARDS

Problem Solving

10. Use a problem-solving/ decision-making process which includes
 - a. identifying a problem
 - b. gathering information
 - c. listing and considering options
 - d. considering advantages and disadvantages of options
 - e. choosing and implementing a solution
 - f. developing criteria for judging its effectiveness

Grade Five

Obtaining Information

1. Obtain information from a variety of print and electronic sources and analyze its reliability including
 - a. accuracy of facts
 - b. credentials of the source
2. Locate information in a variety of sources using key words, related articles and cross-references.
3. Differentiate between primary and secondary sources.

Thinking and Organizing

4. Read information critically in order to identify
 - a. the author
 - b. the author's perspective
 - c. the purpose
5. Compare points of agreement and disagreement among sources.
6. Draw inferences from relevant information.
7. Organize key ideas by taking notes that paraphrase or summarize.

Communicating Information

8. Communicate research findings using line graphs and tables.

Problem Solving

9. Use a problem-solving/ decision-making process which includes
 - a. identifying a problem
 - b. gathering information
 - c. listing and considering options
 - d. considering advantages and disadvantages of options
 - e. choosing and implementing a solution
 - f. developing criteria for judging its effectiveness
 - g. evaluating the effectiveness of the solution

Grade Six

Obtaining Information

1. Use multiple sources to define essential vocabulary and obtain information for a research project including
 - a. almanacs
 - b. gazetteers
 - c. trade books
 - d. periodicals
 - e. video tapes
 - f. electronic sources

Thinking and Organizing

2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.
3. Organize information using outlines and graphic organizers.
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.

Communicating Information

5. Complete a research project that includes a bibliography.
6. Communicate a position on a topic orally or in writing and support the position with evidence.

Problem Solving

7. Work effectively to achieve group goals
 - a. engage in active listening
 - b. provide feedback in a constructive manner
 - c. help establish group goals
 - d. take various roles within the group
 - e. recognize contributions of others

Grade Seven

Thinking and Organizing

1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Communicating Information

2. Compare multiple viewpoints and frames of reference related to important events in world history.

Problem Solving

3. Establish guidelines, rules and time lines for group work.
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.

ACADEMIC CONTENT STANDARDS

Grade Eight

- Obtaining Information* 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.
- Communicating Information* 2. Construct a historical narrative using primary and secondary sources.
3. Write a position paper or give an oral presentation that includes citation of sources.
- Problem Solving* 4. Organize and lead a discussion.
5. Identify ways to manage conflict within a group.

Grade Nine

- Thinking and Organizing* 1. Detect bias and propaganda in primary and secondary sources of information.
2. Evaluate the credibility of sources for
- a. logical fallacies
 - b. consistency of arguments
 - c. unstated assumptions
 - d. bias
3. Analyze the reliability of sources for
- a. accurate use of facts
 - b. adequate support of statements
 - c. date of publication
- Communicating Information* 4. Develop and present a research project including
- a. collection of data
 - b. narrowing and refining the topic
 - c. construction and support of the thesis

ACADEMIC CONTENT STANDARDS

Grade Ten

Thinking and Organizing

1. Determine the credibility of sources by considering the following
 - a. the qualifications and reputation of the writer
 - b. agreement with other credible sources
 - c. recognition of stereotypes
 - d. accuracy and consistency of sources
 - e. the circumstances in which the author prepared the source
2. Critique evidence used to support a thesis.

Communicating Information

3. Analyze one or more issues and present a persuasive argument to defend a position.

Grade Eleven

Obtaining Information

1. Identify a current public policy issue and arguments relative to the issue.
2. Determine criteria by which arguments will be judged.
3. Identify advocacy groups and obtain public policy information they produce.
4. Adjust a research question or topic based on information obtained while conducting research.

Thinking and Organizing

5. Choose a position on an issue and develop a rationale for that position.
6. Critique the conclusions drawn from survey and research data by questioning
 - a. sample size
 - b. demographics
 - c. the sponsoring organization
 - d. logic of the conclusions reached

Communicating Information

7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).

Problem Solving

8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.

ACADEMIC CONTENT STANDARDS

Grade Twelve

Obtaining Information

1. Obtain and evaluate information from public records and other resources related to a public policy issue.

Thinking and Organizing

2. Construct an action plan for presenting a position to the appropriate decision-making body.
3. Research an issue or topic by gathering, recording, evaluating and interpreting relevant data.

Communicating Information

4. Develop a research project and make formal presentations to the class and/or community members using
 - a. key terms
 - b. support for main ideas
 - c. examples
 - d. statistics and other evidence
 - e. visual aids
 - f. formal citation of sources
5. Respond to questions and feedback about presentations knowledgeably and civilly.

Problem Solving

6. Build consensus within a group by
 - a. finding points of agreement
 - b. identifying points individuals are willing to concede
 - c. making sure that all voices are heard
 - d. attempting to understand the view of others
7. Engage in group work on issues-analysis and decision-making
 - a. identify a problem or dilemma
 - b. analyze the interests, values and points of view
 - c. identify causes of the problem or dilemma
 - d. propose alternative solutions
 - e. formulate a position or course of action
 - f. evaluate the consequences of the action taken

K-12 Social Studies

Benchmarks by Standard

Benchmarks

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Notes	By the end of the K-2 program:	By the end of the 3-5 program:
	A. Use a calendar to determine the day, week, month and year. B. Place events in correct order on a time line. C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places. D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.	A. Construct time lines to demonstrate an understanding of units of time and chronological order. B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. C. Explain how new developments led to the growth of the United States.

ACADEMIC CONTENT STANDARDS

By the end of the 6-8 program:	By the end of the 9-10 program:	By the end of the 11-12 program:
A. Interpret relationships between events shown on multiple-tier time lines. B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe. D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries. E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives. F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the United States Constitution. G. Analyze the causes and consequences of the American Civil War.	A. Explain connections between the ideas of the Enlightenment and changes in the relationships between citizens and their governments. B. Explain the social, political and economic effects of industrialization. C. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled. D. Connect developments related to World War I with the onset of World War II. E. Analyze connections between World War II, the Cold War and contemporary conflicts. F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.	A. Explain patterns of historical continuity and change by challenging arguments of historical inevitability. B. Use historical interpretations to explain current issues.

Benchmarks

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Notes	By the end of the K-2 program:	By the end of the 3-5 program:
	A. Identify practices and products of diverse cultures. B. Identify ways that different cultures within the United States and the world have shaped our national heritage.	A. Compare practices and products of North American cultural groups. B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

ACADEMIC CONTENT STANDARDS

By the end of the 6-8 program:	By the end of the 9-10 program:	By the end of the 11-12 program:
A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures. B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	A. Analyze the influence of different cultural perspectives on the actions of groups. B. Analyze the consequences of oppression, discrimination and conflict between cultures. C. Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.	A. Analyze how issues may be viewed differently by various cultural groups. B. Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts. C. Explain the role of diverse cultural institutions in shaping American society.

Benchmarks

Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Notes	By the end of the K-2 program:	By the end of the 3-5 program:
	A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations. B. Identify physical and human features of places. C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.	A. Use map elements or coordinates to locate physical and human features of North America. B. Identify the physical and human characteristics of places and regions in North America. C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

ACADEMIC CONTENT STANDARDS

By the end of the 6-8 program:	By the end of the 9-10 program:	By the end of the 11-12 program:
A. Identify on a map the location of major physical and human features of each continent. B. Define and identify regions using human and physical characteristics. C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.	A. Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time B. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. C. Analyze the patterns and processes of movement of people, products and ideas.	A. Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture. B. Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. C. Use appropriate data sources and geographic tools to analyze and evaluate public policies.

ACADEMIC CONTENT STANDARDS

Benchmarks

Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Notes	By the end of the K-2 program:	By the end of the 3-5 program:
	A. Explain how the scarcity of resources requires people to make choices to satisfy their wants. B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services. C. Explain ways that people may obtain goods and services.	A. Explain the opportunity costs involved in the allocation of scarce productive resources. B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services. C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

ACADEMIC CONTENT STANDARDS

By the end of the 6-8 program:	By the end of the 9-10 program:	By the end of the 11-12 program:
A. Explain how the endowment and development of productive resources affect economic decisions and global interactions. B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. C. Identify connections between government policies and the economy.	A. Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them and who will consume them. B. Explain how the United States government provides public services, redistributes income, regulates economic activity and promotes economic growth and stability.	A. Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. B. Identify factors which inhibit or spur economic growth and cause expansions or recessions. C. Explain how voluntary worldwide trade, specialization and interdependence among countries affect standards of living and economic growth. D. Analyze the role of fiscal and regulatory policies in a mixed economy. E. Explain the use of a budget in making personal economic decisions and planning for the future.

ACADEMIC CONTENT STANDARDS

Benchmarks

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Notes	By the end of the K-2 program:	By the end of the 3-5 program:
	A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority. B. Recognize and explain the importance of symbols and landmarks of the United States. C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.	A. Identify the responsibilities of the branches of the United States government and explain why they are necessary. B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

ACADEMIC CONTENT STANDARDS

By the end of the 6-8 program:	By the end of the 9-10 program:	By the end of the 11-12 program:
A. Explain why people institute governments, how they influence governments and how governments interact with each other. B. Explain how the Declaration of Independence, the United States Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy. C. Compare the defining characteristics of democracies, monarchies and dictatorships.	A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions. B. Analyze the differences among various forms of government to determine how power is acquired and used.	A. Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. B. Explain how the United States Constitution has evolved including its philosophical foundations, amendments and court interpretations. C. Analyze how citizens participate in the election process in the United States.

ACADEMIC CONTENT STANDARDS

Benchmarks

Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Notes	By the end of the K-2 program:	By the end of the 3-5 program:
	A. Describe the results of cooperation in group settings and demonstrate the necessary skills. B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.	A. Explain how citizens take part in civic life in order to promote the common good. B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

ACADEMIC CONTENT STANDARDS

By the end of the 6-8 program:	By the end of the 9-10 program:	By the end of the 11-12 program:
A. Show the relationship between civic participation and attainment of civic and public goals. B. Identify historical origins that influenced the rights United States citizens have today.	A. Analyze ways people achieve governmental change, including political action, social protest and revolution. B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others and the common good.	A. Evaluate various means for citizens to take action on a particular issue. B. Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

Benchmarks

Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Notes	By the end of the K-2 program:	By the end of the 3-5 program:
	A. Obtain information from oral, visual, print and electronic sources. B. Predict outcomes based on factual information. C. Communicate information orally, visually or in writing. D. Identify a problem and work in groups to solve it.	A. Obtain information from a variety of primary and secondary sources using the component parts of the source. B. Use a variety of sources to organize information and draw inferences. C. Communicate social studies information using graphs or tables. D. Use problem-solving skills to make decisions individually and in groups.

ACADEMIC CONTENT STANDARDS

By the end of the 6-8 program:	By the end of the 9-10 program:	By the end of the 11-12 program:
A. Analyze different perspectives on a topic obtained from a variety of sources. B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions. C. Present a position and support it with evidence and citation of sources. D. Work effectively in a group.	A. Evaluate the reliability and credibility of sources. B. Use data and evidence to support or refute a thesis.	A. Obtain and evaluate information from public records and other resources related to a public policy issue. B. Critique data and information to determine the adequacy of support for conclusions. C. Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue. D. Work in groups to analyze an issue and make decisions.



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